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AESTRACT

A copy and description of the School Adjustment Scale are provided. The scale was constructed to be used by teachers to rate the behavior of elementary school children as to (1) Social Traits, (2) Motives, and (3) Personal Adjustment. This is a 25-item, multiple-choice rating scale. (DB)

ED 073167

Description of the School Adjustment Scale

The School Adjustment Scale was constructed to be used by teachers to rate the behavior of elementary school children. The situations presented cover three broad areas: (1) Social traits, (2) Motives, (3) Personal adjustment. The language used in the scale is simple and should be easily understood by the classroom teachers. The ratings may be placed on machine scorable answer sheets.

Rationale

Using the teacher as the observer will allow for the recording of the child's school behavior and permit measurement without disturbance of the child's or teacher's normal activities. The teacher or aide does not record the child's behavior when it happens, but is asked to recall the child's usual behavior in a specific situation presented on the scale. The situation and the five phrases describing varying reactions a child may have to a situation are comparable to varying degrees of a trait. The situations the teachers and aides are asked to rate occur frequently during a school term. Thus the manifestations of the trait should occur frequently enough so that the raters can observe sufficient samples of it to provide for satisfactory agreement among raters observing the same child.

Reliability and validity

Discriminant analysis was used to obtain a measure of validity for the original version of the School Adjustment Scale. The two criterion measures

used were: normal-retarded, and promotion-nonpromotion classifications. Items that significantly discriminated ($p < .05$) on two different samples were found for both criterion measures; 14 items discriminated between promotion-nonpromotion with 85 percent accuracy, and 7 items discriminated between normal-retarded with 84 percent accuracy.

Estimates of the SAS's validity, susceptibility to bias, and reliability are indicated by the correlations of: (1) .49 ($p < .001$) between SAS and promotion for both 61 normal and 61 retarded children, (2) .07 ($p > .05$) between regular class teachers' ratings of special class effectiveness and their ratings of 61 children attending the special class, and (3) .74 ($p < .001$) between ratings of 61 special class students by regular and special class teachers.

Instructions

This multiple choice rating scale is designed to assess the school adjustment of elementary school children. This rating scale is to be filled out by the teacher of the child to be rated. The teacher should read each question carefully, and choose the behavioral description that describes the child's usual behavior and mark it on the answer sheet provided. If none of the five behavioral descriptions are appropriate the teacher is to choose the behavioral description that comes nearest to describing the child. In situations where the child has not been observed, the teacher is to predict the child's probable behavior.

1. During the presentation of a lesson, this child can be observed:

   a. paying close attention to the lesson.
   b. losing interest on occasion, but returning to the lesson without prompting.
   c. losing interest to the extent that he requires prompting to bring his attention back to the lesson.
   d. having difficulty paying attention for any length of time without the teacher's attention.
   e. unable to pay minimal attention, even after having received attention from his teacher.

2. When this child is given instructions by adults, he responds by:

   a. following the instructions to the best of his ability.
   b. following the instructions, but he never offers to do more than asked.
   c. occasionally deviating from instructions.
   d. deviating considerably from instructions.
   e. refusing to follow instructions.

3. This child's written work in school can best be described as:

   a. neat as possible for this child.
   b. indicating some effort toward neatness.
   c. seldom tries to be neat.
   d. careless, but readable.
   e. careless to the extent that it is nearly impossible to read.

4. When this child is given a series of instructions, he has:

   a. no difficulty in following even a series of complicated instructions.
   b. some difficulty on a series of complicated instructions.
   c. some difficulty with a series of simple instructions, but he usually manages to finish the task without help.
   d. difficulty with a series of simple instructions, as he usually can not finish a task without a great deal of help.
   e. so much difficulty with a series of simple instructions that even with help he can not complete the task.

5. In dealing with adults on a one-to-one basis this child is:

   a. confident and courteous.
   b. well-mannered, but tension is evident.
   c. embarrassed and halting, but does make an effort to be courteous.
   d. somewhat flippant, but not insulting.
   e. loud and boisterous, and on occasion insulting.

6. This child usually expresses:

a. pleasure in all his school work.
b. general satisfaction with school, as he seems to take pleasure in most of his work.
c. dislike for one or two subjects, but he seems to take pleasure in the rest of his school work.
d. dislike for most school experiences.
e. extreme dislike for school, often expressing a desire to leave school.

7. This child's contributions to class discussions can best be characterized as:

a. directly related to the topic being discussed.
b. having some bearing on the topic, but not directly related.
c. indirectly related to the topic, but not applicable to the discussion.
d. showing little understanding of the topic being discussed.
e. nonexistent, as the child rarely participates in class discussions.

8. If involved in a competitive game with others, this child takes defeat by:

a. remaining calm.
b. becoming somewhat angry with self.
c. making excuses along with a tendency to blame others for his defeat.
d. crying.
e. having a tantrum.

9. In the classroom, this child is:

a. accepted by nearly all of his classmates, with many friends.
b. accepted by most of his classmates, with some friends in class.
c. accepted by most of his classmates, but has only a few friends.
d. ignored or rejected by many of classmates.
e. usually fighting or quarreling with his classmates.

10. When a student is criticized by his teacher, he responds by:

a. accepting the criticism, offering an explanation only when necessary.
b. accepting the criticism, but often makes excuses which feelings fail to answer the criticism.
c. becoming emotionally upset, but controlling his feelings.
d. becoming emotionally upset, occasionally to the extent of crying.
e. expressing anger toward the teacher, or to others involved in the criticism.

11. When taking part in games, listening to stories, or reading for pleasure, this child:

a. has a clear concept of what is real, and what is fantasy.
b. occasionally has some difficulty in distinguishing reality from fantasy.
c. has a concept of reality that is often clouded by an over-active imagination.
d. has a concept of reality that is often confused to the extent he has to be told what is real.
e. when exposed to fantasy, he often accepts it as real.

12. When exposed to an abstract concept that should be within this grasp this child:

a. has little difficulty.
b. occasionally has some difficulty, but this is easily overcome.
c. often has some difficulty, as he usually requires explanation.
d. often has serious difficulty.
e. often fails to grasp the concept, even after lengthy explanation.

13. This child's expression of positive feelings toward his teacher or classmates can be described as:

a. appropriate.
b. usually appropriate.
c. often expressed inappropriately.
d. inappropriate expressions of affection often used to gain advantages for self.
e. occasionally expressing inappropriate feelings of love for his teacher or his classmates.

14. When asked to perform before the class, this child's response is characterized by:

a. a steady voice, with no visible signs of tension.
b. some tension, which disappears after beginning the performance.
c. definite signs of tension, but it does not hinder his performance.
d. tension which hinders his performance.
e. overwhelming tension that makes it nearly impossible for him to perform.

15. In class activities that require the child to work with other children, this child:

a. takes a leadership role, and contributes more than his share.
b. contributes many ideas.
c. is an infrequent contributer, but does follow suggestions.
d. is very passive, only contributing as a result of urging.
e. hinders the group's activities.

16. This child asks adults for help:

a. when needed.
b. when needed, but does show some reluctance.
c. infrequently, and then only with considerable reluctance.
d. often, needing help even before attempting a task.
e. only when forced to.

17. This child evaluates his work:

a. accurately as he recognizes both successes and failures.
b. with some accuracy, as he is aware of obvious successes and failures.
c. sometimes inaccurately as he often has difficulty.
d. often inaccurately as he is able to recognize only his gross errors.
e. with little concept of what constitutes good work.

18. During class activities, such field trips, assemblies, etc., this child's behavior is characterized by:

a. self control, as his behavior is acceptable at all times.
b. occasional lack of self control, however, he usually does not require correction.
c. usually requires minor correction.
d. difficulty in entering class activities without causing a disturbance.
e. becoming wild and unacceptable as physical force occasionally is needed to control him.

19. If a classmate of this child were punished unfairly, the child would:

a. verbally express sympathy for the classmate.
b. not verbally express sympathy, but it would be evident by his behavior.
c. show no sympathy for the classmate.
d. appear pleased at classmate's discomfort.
e. express pleasure at seeing classmate punished.

20. When exposed to a novel situation, such as a field trip, guest speakers, or a new topic, this child:

a. is curious and asks many questions.
b. shows curiousity in a situation that interest him.
c. has some curious ity about certain situations, however, this curiousity is easily satisfied.
d. has very limited curiosity that is easily satisfied.
e. shows no interest unless it is of immediate concern to him.

21. On assignments given in class, this student:

a. completes all of his work in the allotted time.
b. works diligently on easy tasks, but has a tendency to give up on difficult tasks.
c. finishes very easy assignments, but often does not attempt difficult ones.
d. finishes very few assignments in the time allowed.
e. refuses to start many assignments.

22. Behaviors that are no longer effective for this child are:

a. adapted or dropped by the child after only a few failures.
b. retained by the child, however, after several failures they are adapted or dropped.
c. held for extended period only after many failures are the behaviors usually adapted.
d. dropped after repeated failures but some ineffective behaviors are held with little change.
e. held indefinitely with little change.

23. This child's sense of humor can best be described as:

a. good, as he is quick to see humor in appropriate situations.
b. fair, as he usually recognizes humorous situations.
c. slightly immature as he usually appreciates humor only in concrete situations.
d. immature as he often sees humor in things generally not thought of as humorous.
e. bizarre, as he laughs or giggles at inappropriate times.

24. This student is absent from school:

a. four days or less a year.
b. one day or less a month.
c. an average of two days a month.
d. an average of three days a month.
e. an average of a day or more a week.

25. On the playground, this child can usually be found:

a. playing games with children his own age.
b. in unstructured play with children his own age.
c. playing with children either much younger or much older than himself.
d. playing by himself.
e. passively observing others in play.